School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Middle School	41-69021-6044747	March 15, 2021	November 15, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Central's School wide Plan is aligned with our LCAP.
The Central School Plan for Student Achievement focuses on the areas of strength that can be leveraged to improve areas of need as indicated by the school wide data analyzed by stakeholders. The purpose of the plan is to improve student achievement, school climate, and ensure equitable access to a high quality education for all learners.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

School wide Safety Plan adherence to the LCAP
In concert with the San Carlos School District's LCAP Goals listed below, the Central SPSA will align with the district's goals to ensure equitable access for all learners and support an unwavering commitment to nurturing the whole child.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council Input/Discussion Meetings:
September 21, 2021
October 19, 2021
November 16, 2021

School Staff Input/Discussion Meetings
August 31,2021 (and grade level team meetings on August 30, 2021)
November 9, 2021
November 30, 2021

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.97%	0.8%	0.7%	5	4	3
Asian	7.53%	7.58%	8.9%	39	38	40
Filipino	1.16%	1.6%	0.9%	6	8	4
Hispanic/Latino	13.32%	16.17%	16.5%	69	81	74
Pacific Islander	%	0%	0.2%		0	1
White	66.99%	64.27%	61.4%	347	322	275
Multiple/No Response	10.04%	9.58%	11.4%	52	48	51
			Total Enrollment	518	501	448

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	169	153	131
Grade 7	179	172	151
Grade 8	170	176	166
Total Enrollment	518	501	448

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	17	11	4.6%	3.4%	2.5%
Fluent English Proficient (FEP)	60	65	65	11.6%	13.0%	14.5%
Reclassified Fluent English Proficient (RFEP)	0	11	7	0.0%	45.8%	41.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

		Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	175	176	168	172	174	167	172	174	167	98.3	98.9	99.4
Grade 7	201	175	179	198	171	177	198	171	177	98.5	97.7	98.9
Grade 8	147	201	170	143	198	170	143	198	170	97.3	98.5	100
All	523	552	517	513	543	514	513	543	514	98.1	98.4	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

		Overall Achievement for All Students										
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2582.	2576.	2590.	34.30	35.06	43.11	39.53	40.23	35.33	19.77	14.37	13.77	6.40	10.34	7.78
Grade 7	2606.	2618.	2630.	31.82	35.67	46.89	42.93	45.61	38.42	18.69	10.53	9.04	6.57	8.19	5.65
Grade 8	2635.	2645.	2648.	39.86	46.97	44.71	43.36	36.36	40.00	12.59	12.12	10.59	4.20	4.55	4.71
All Grades	N/A	N/A	N/A	34.89	39.59	44.94	41.91	40.52	37.94	17.35	12.34	11.09	5.85	7.55	6.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.70	41.95	43.11	50.00	44.25	45.51	9.30	13.79	11.38
Grade 7	46.97	47.37	46.89	40.40	42.11	45.76	12.63	10.53	7.34
Grade 8	46.85	53.54	54.12	41.96	37.37	38.82	11.19	9.09	7.06
All Grades	44.83	47.88	48.05	44.05	41.07	43.39	11.11	11.05	8.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.44	44.83	44.31	47.67	39.66	47.31	9.88	15.52	8.38
Grade 7	45.45	57.31	62.15	47.47	35.67	30.51	7.07	7.02	7.34
Grade 8	56.64	60.61	58.58	37.76	32.32	38.46	5.59	7.07	2.96
All Grades	47.56	54.51	55.17	44.83	35.73	38.60	7.60	9.76	6.24

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	30.81	27.01	32.34	65.12	67.24	59.28	4.07	5.75	8.38
Grade 7	29.80	29.82	37.85	65.66	63.74	59.32	4.55	6.43	2.82
Grade 8	31.47	39.39	35.88	63.64	56.06	59.41	4.90	4.55	4.71
All Grades	30.60	32.41	35.41	64.91	62.06	59.34	4.48	5.52	5.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	43.02	51.15	52.69	47.09	38.51	41.32	9.88	10.34	5.99
Grade 7	47.98	45.61	58.19	41.92	48.54	36.16	10.10	5.85	5.65
Grade 8	53.15	60.61	52.35	42.66	33.84	42.35	4.20	5.56	5.29
All Grades	47.76	52.85	54.47	43.86	39.96	39.88	8.38	7.18	5.64

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	175	176	168	172	174	168	172	174	167	98.3	98.9	100
Grade 7	201	175	179	198	170	176	198	170	176	98.5	97.1	98.3
Grade 8	147	201	170	144	198	170	144	198	170	98	98.5	100
All Grades	523	552	517	514	542	514	514	542	513	98.3	98.2	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	2591.	2587.	2608.	41.86	43.68	53.29	27.33	26.44	20.96	22.09	18.97	16.77	8.72	10.92	8.98
Grade 7	2618.	2642.	2632.	49.49	60.59	52.27	22.22	22.35	25.00	17.17	8.82	13.07	11.11	8.24	9.66
Grade 8	2652.	2661.	2671.	56.25	58.59	64.12	15.28	18.18	19.41	18.75	16.16	10.59	9.72	7.07	5.88
All Grades	N/A	N/A	N/A	48.83	54.43	56.53	21.98	22.14	21.83	19.26	14.76	13.45	9.92	8.67	8.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	48.84	51.72	59.88	38.95	32.76	28.74	12.21	15.52	11.38
Grade 7	58.08	70.59	65.34	27.78	20.00	19.89	14.14	9.41	14.77
Grade 8	61.81	66.67	68.05	25.69	25.76	24.85	12.50	7.58	7.10
All Grades	56.03	63.10	64.45	30.93	26.20	24.41	13.04	10.70	11.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	40.12	35.63	52.10	45.35	50.00	38.92	14.53	14.37	8.98
Grade 7	50.00	62.94	55.68	39.39	27.65	37.50	10.61	9.41	6.82
Grade 8	54.17	55.56	61.54	30.56	35.35	31.36	15.28	9.09	7.10
All Grades	47.86	51.48	56.45	38.91	37.64	35.94	13.23	10.89	7.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 6	46.51	49.43	46.71	38.95	37.36	37.72	14.53	13.22	15.57
Grade 7	48.99	59.41	48.30	40.91	35.88	43.75	10.10	4.71	7.95
Grade 8	55.56	56.57	61.54	35.42	33.33	32.54	9.03	10.10	5.92
All Grades	50.00	55.17	52.15	38.72	35.42	38.09	11.28	9.41	9.77

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	*	*	*	*	*	*	6
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	4
All Grades							17	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*		*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	57.14	*	42.86	*	0.00	*	0.00	17	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*		*		*	*	*
7	*	*		*		*	*	*	*	*
8	*	*	*	*		*	*	*	*	*
All Grades	64.71	92.86	*	7.14		0.00	*	0.00	17	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*		*	*	*
7	*	*		*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	28.57	*	50.00	*	21.43	*	0.00	17	14

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	*	*
All Grades	*	28.57	*	64.29	*	7.14	17	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
8	*	*	*	*	*	*	*	*
All Grades	70.59	100.00	*	0.00	*	0.00	17	14

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	70.59	35.71		50.00	*	14.29	17	14

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	42.86	64.71	57.14	*	0.00	17	14

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
501	**5.0**	**3.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	17	3.4
Homeless	1	0.2
Socioeconomically Disadvantaged	25	5.0
Students with Disabilities	46	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8
Asian	38	7.6
Filipino	8	1.6
Hispanic	81	16.2
Two or More Races	48	9.6
White	322	64.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Orange
Mathematics Blue		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts
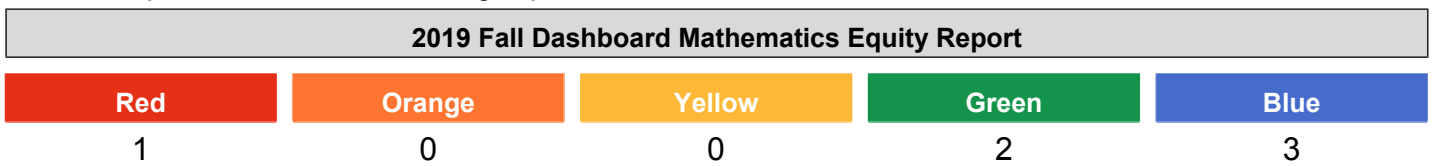
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
73.4 points above standard	26.2 points above standard	0 Students
Increased ++8.9 points	Maintained ++1.8 points	
511	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Yellow
0 Students	11.4 points below standard	54.9 points below standard
	Declined -8.9 points	Increased ++10.8 points
	29	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	121.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
5		Increased Significantly ++15.3 points	5
		39	

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Blue
40.6 points above standard	85.5 points above standard	0 Students	74.4 points above standard
Maintained ++0.6 points	Maintained -0.7 points		Increased ++11.6 points
68	52		342

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
9.8 points above standard	33.9 points above standard	77.1 points above standard
Increased Significantly ++42.1 points	Declined Significantly -21.9 points	Increased ++9.4 points
13	28	427

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	0	2	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	
68.9 points above standard	20.9 points above standard	
Increased ++6.6 points	Maintained ++2.1 points	
511	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	No Performance Color	Red
	41 points below standard	100.4 points below standard
	Declined -5.9 points	Declined -9.6 points
	29	49

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Blue 132.8 points above standard Increased ++10.1 points 39	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 27.2 points above standard Maintained ++1.2 points 68	Blue 91.7 points above standard Maintained ++0.3 points 52		Blue 68.6 points above standard Increased ++7.5 points 342

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9.5 points below standard	35 points above standard	72.4 points above standard
Increased Significantly ++26.7 points	Declined -14.1 points	Increased ++7.8 points
13	28	427

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64.3 making progress towards English language proficiency
Number of EL Students: 14
Performance Level: Low
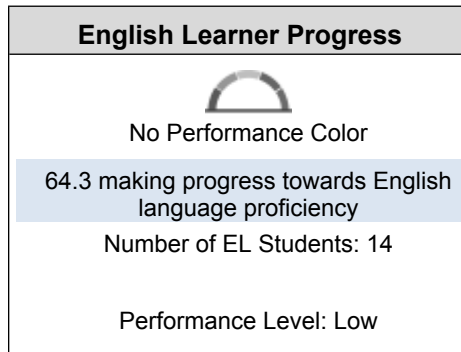
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4	14.2	57.1	7.1

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

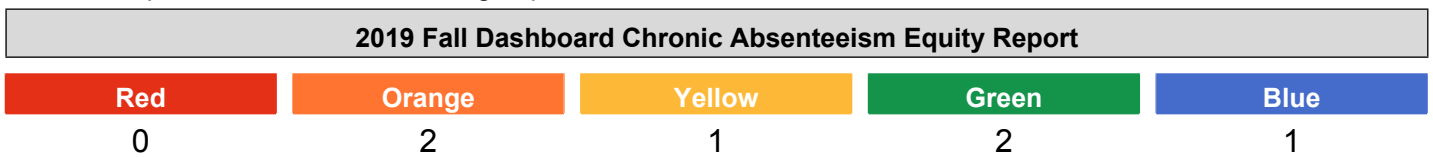**1.**

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	2	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
4.8	4	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Declined -2.7	0
521	25	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.3	17
0	Declined -9.2	Increased +7
	30	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
5	0	Maintained 0	6
		39	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
10.1	3.8	Less than 11 Students - Data Not Displayed for Privacy	4.6
Increased +2.5	Declined -1.5	0	Declined -1.7
69	52		350

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
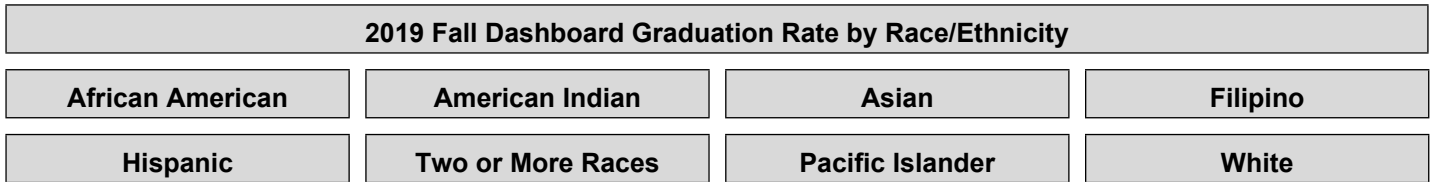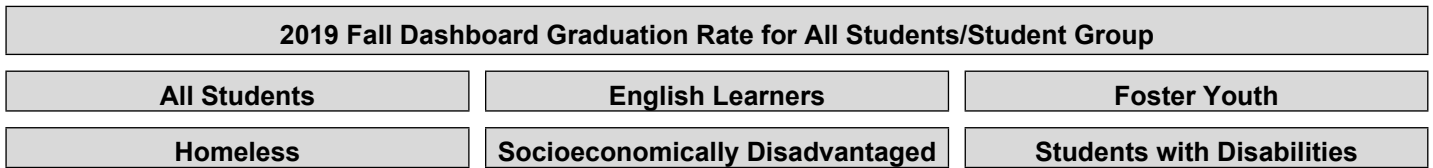
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.
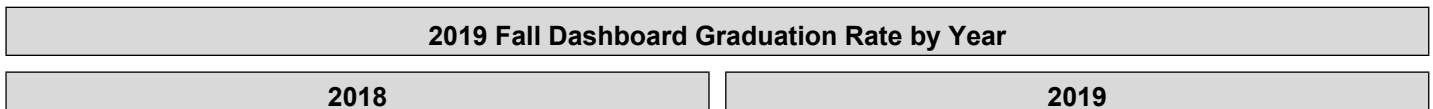
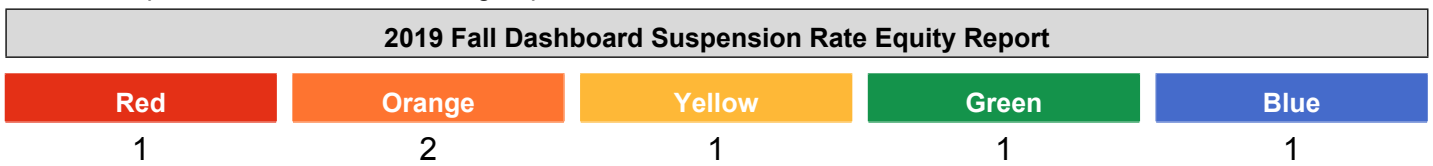# School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	
3.8	0	
Increased +1.1	Maintained 0	
522	25	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Red
	10	17
	Declined -5	Increased +3.6
	30	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5		Blue 0 Maintained 0 39	No Performance Color Less than 11 Students - Data 6
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.9 Increased +0.3 70	Green 1.9 Declined -1.6 52		Orange 4.3 Increased +1.6 350

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.7	3.8

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement Goal

LEA/LCAP Goal

Goal #3

Goal 1

Increase the academic achievement of all students in English Language Arts, Mathematics, and Science, considering opportunities to personalize learning, and intentionally planning for English Learners, Socioeconomically Disadvantaged, and Special Education Student Groups as measured by local assessments in DIBELS, F&P, and district benchmark assessment level by comparing the beginning of the year assessment data to end of year assessment data as well as standardized state assessments (CAASPP and ELPAC), comparing year to year data

Identified Need

Academic performance measures indicate lower scores on assessments in all subject areas due to distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores - ELA	75% of students proficient & above 43% of English Learners proficient & above 17% of Special Education students proficient & above	80% of students proficient or above 47% of English Learners proficient or above 20% of Special Education students proficient & above
CAASPP Scores - Math	65% of students proficient & above 29% of English Learners proficient & above 11% of Special Education students proficient & above	70% of students proficient or above 33% of English Learners proficient or above 15% of Special Education students proficient & above
CAST Scores (Science)	58% of students proficient & above	63% of students proficient & above
IReady Benchmark Assessments in Reading	60% of students meeting or exceeding standard in fall 2021	65% of students meeting or exceeding standard in spring 2022

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IReady Benchmark Assessments in Math	57% of students meeting or exceeding standard in fall 2021	62% of students meeting or exceeding standard in fall 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilizing multiple sources of data, formative and summative assessments, iReady Benchmark Assessments, smarter balance assessments, ELPAC, to identify students that need small group interventions and support provided by;
- RTI teachers in reading, writing and math.
- Classroom teachers through differentiated and personalized learning.

Provide PD on small group instructional strategies.
Utilize skill building software programs provided for (21-22 school year only):
- iReady - ELA and Math intervention

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Provide daily small group English language instruction and reading support (English RTI teacher).
Provide small group math support (math RTI Teacher).
Provide PD on serving English learners.
Utilize skill building software programs provided for (21-22 school year only):
- iReady - ELA and Math intervention
- Lexia English - EL students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SPED

Strategy/Activity

Provide small support classes in English and Math taught by Education Specialists.
Provide Co-taught classes taught by both General Ed teachers and Education specialist.
All SPED students have study skills classes to work on academics, organization, and executive functioning skills.
Para educator support in all classes to provide one on one supports when needed in both special education and general education settings.
Utilize skill building software programs provided for (21-22 school year only):
- Spire (reading intervention program).
- iReady in reading and math.
- Learning alley (audio books).
- Math in focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded
0	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engage all students in rigorous project based learning opportunities.

Provide students with various elective courses such as Design, robotics, multimedia, art, orchestra, and band.
Provide students with an inquiry based, hands on science learning experiences through utilizing tools such as PBL and STEMscopes.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

| Source(s) |

0

District Funded

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support

LEA/LCAP Goal

LCAP Goal 4

Goal 2

Create systemic structures that foster the 5 C's (Communication, Collaboration, Creativity, Critical Thinking, Citizenship and Ownership) and support the social emotional student needs that are developmentally appropriate to 6-8 grade level configurations, and allow for meaningful progress monitoring.

Identified Need

The Middle School years are transformative years for all students. In addition, this is also a year of transition for our students as they have returned to full-time in-person learning. We know that supporting the social emotional needs of students
addresses safety and belonging, which is needed as a secure foundation academic growth to occur. This is particularly true for our English Learners, students with disabilities, and socioeconomically disadvantaged students, who particularly struggled during distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey (CHKS)	7th Grade - Spring 2021 Academically Motivated - 61% Experiencing Cyber Bullying - 26% School connectedness- 64% Caring adults in school- 65% Meaningful Participation - 28% Anti-bullying climate -68% Feel safe at school - 71%	Increase all areas at least 10%
Mental Health Logs for Counseling Sessions for the 20/21 school year	Meet with 79 unique students Meet with 79 Level one students Met with 43 Level tow students Main issues were conflict resolution and stress	Increase the number of students meeting with the counselor and administrators by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Student Recognition Pride Cards	252 Students received Pride Crds for positive behaviors which represents 60% of the student body.	Increase the number of students receiving recognition by 10% by concentrating on students who have not been recognized.
Classroom Referral/Incident Reports for the Fall of 2021	69 referrals handled in the classroom by teachers 48 referrals handled by the administration	Improve preventative measures (PBIS and restorative practices and deescalation) in the classroom to decrease the number of referrals by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Social-Emotional Learning
- Create the time and space for relationship building and reengagement during advisory periods
- Connect with Kids SEL module - weekly lesson with SEL check-in during Advisory period.
- Teen Esteem Lessons for SEL growth for 7th and 8th Grade
- Teen Talk Lessons delivered in science classes
- Developing Conflict Resolution Skills
- 1:1 school counselor appts available for students, faculty & parents
- Mental health support available (1:1 or small group)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800.00	Other TUPE Grant

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Student Assets
- Student-led goal-setting conferences
- Ongoing goal setting & reflection in Advisory
- Identifying students strengths to assets with goal setting
- Student participation in 504 and SST meetings
- Student Leadership opportunities- ASB
- WEB program for 8th grade student mentors of 6th graders
- 6th and 8th grade ROPES projects
- Science Fair projects

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Foundation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

School Wide Engagement
- Great Kindness Challenge
- WEB
- TUPE (Tobacco Use Prevention Education)
- Student lead Assemblies
- Student All Skate
- Tech Deck Challenge
- Class competitions (I.e. Door decorating and push up challenges)
- Spirit Weeks

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Projects that incorporate the 5Cs
- PBL, STEMScopes, Makerspace, collaborative group work, Readers & Writers workshop

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on staff morale
- Teacher appreciation gestures
- Opportunities for staff team building
- Professional Learning Opportunities
- Monthly teacher gatherings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Parent-Teacher Association (PTA)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Equitable Access for All Students

LEA/LCAP Goal

Goal 5 - Ensure equitable access to learning for all students by providing necessary structures and intentionally monitoring student engagement and student sense of belonging within each school community and across all student groups.

Goal 3

Ensure equitable access to learning for all students by providing necessary structures and intentionally monitoring student engagement and student sense of belonging within each school community and across all student groups.

Identified Need

Ensure that all students have equitable access to a clean, healthy physical and social emotional environment that supports high quality, inclusive, educational experience where they feel a sense of belonging.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	7th Grade - Spring 2021 Academically Motivated - 61% Experiencing Cyber Bullying - 26% School connectedness- 64% Caring adults in school- 65% Meaningful Participation - 28% Anti-bullying climate -68% Feel safe at school - 71%	Increase all areas by 10%
Suspension Data	3 students were suspended from school during the 20/21 school year.	Maintain a low suspension rate.
Participation in parent discussion group	No Baseline Data	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intentional Community Building at School
- Classroom activities
- School-wide activities
- PE & Electives - mixed groups of students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Central will focus on SEL and a Restorative Restart tot eh 2021/2022 school year.
- Added counselor support
- Implementation of Connect with Kids
- Addition of an Advisory period once a week
- Continuation of PBIS

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Student

Strategy/Activity

All Students will feel safe and connected at school
- 5 positive to 1 negative interactions with adult to students
- Identifying student needs and antecedents to student behavior

- Implementation of PBIS with clear expectations for student's positive and supportive behaviors while on campus and online.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student leadership opportunities
- Diverse representation on ASB
- WEB Program
- Student-led clubs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on cultural diversity and awareness:
- Increase diversity of voices and perspectives in literature used, social studies curriculum, etc.
- Focus on cultural diversity and awareness in weekly assemblies and classroom activities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Focus on Diversity, Equity, Inclusion & Belonging priorities with staff and families:
- Whole School read of Stamped! for Middle School
- Parent book club reading of Stamped! From the Beginning
- Ongoing conversation about DEIB priorities at biweekly staff meetings
- District-wide professional development with Inclusion Counts
- Align with work of district DEIB steering committee

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,800.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$0.00
Foundation	$1,000.00
Other	$800.00
Parent-Teacher Association (PTA)	$0.00

Subtotal of state or local funds included for this school: $1,800.00

Total of federal, state, and/or local funds for this school: $1,800.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Foundation	1,000.00
Other	800.00
Parent-Teacher Association (PTA)	0.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
	Foundation	1,000.00
	Other	800.00
	Parent-Teacher Association (PTA)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00

| Goal 2 | 1,800.00 |
| Goal 3 | 0.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Thomas Domer School Principal

Talia Lamb Classroom Teachers

Gaye Donovan Other School Staff

Emil Chan Parent or Community Members

Name of Members	Role
Mindy Shelton	Principal
Bassant Abdelrahman	Principal
Nicole Murray	Classroom Teacher
Derek Nazar	Classroom Teacher
Britta Ellis	Parent or Community Member
Carissa Little	Parent or Community Member
Elizabeth Ocken	Parent or Community Member
Jennifer Rudy	Parent or Community Member
Mara Violanti	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Thomas Domer on 11/29/21